



"Home of the Lions" News from Concrete Schools

These are Your Schools!!



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Concrete, WA
98237

ECRWSS
POSTAL PATRON

Concrete School District #11 • 45389 Airport Way, Concrete, WA 98237 • Winter 2019 • Wayne Barrett, Superintendent

Superintendent's Message

By Wayne Barrett, Superintendent

Dear Concrete School District Residents:

The Concrete School District is asking voters to renew a 2-year replacement Educational Programs and Operations Levy on February 12th. **This is not a new tax, we are asking voters to renew an expiring tax.** Concrete School District #11 serves the community by providing education for approximately 500 students and their families. For all students, having enhanced services is important, whether it's access to technology, before-school or after-school programs, summer-school programs, sporting activities, clubs, or additional services which are not funded through basic education. Levy funding provides essential funding for maintenance and operations of school district facilities including energy costs. With the passage of recent legislation, local levy funding is capped at \$1.50 per 1,000 dollars of assessed property value. This replacement levy represents a reduction of local Concrete taxpayer contributions by \$1.28 per thousand of assessed value.

We appreciate your support for our schools and children. **Please vote by February 12th!**

Facts about the February 12th, 2019 REPLACEMENT LEVY

The 2016 voter-approved levy will expire soon. A replacement levy has been proposed in its place. The replacement levy will provide the budget items in this chart:

Staffing, Student and Community Programs:
Continue to offer classes, support services, unfunded and underfunded staff needed for district operations: Health Services, Psychologist, Counselor, Special Education, Custodial, Maintenance, Grounds, Technology, and other staff. Sustain and support: Music Program, Extra-curricular activities, Community Ed, and Boys & Girls Club.

45%

District Office:
Unfunded district needs.

3%

Curriculum and Staff Development:
Continue to purchase curriculum to meet the district needs as well as additional staff professional development.

12%

Facilities & Grounds:
Deferred Maintenance: roofing, asphalt, drainage, irrigation system, and emergency repairs.

13%

Food Services:
Replacement of kitchen equipment and support CEP.

2%

Transportation:
Supplement transportation department needs.

2%

Technology: Equipment replacement and upgrades, software and licensing, Media Resources (LRC), maintenance agreements, network connectivity, repairs, conferencing, training, and other tech needs.

13%

Individual Building Needs:
School Improvement Process, consumable and replacement textbooks, field trips, supplies, and materials.

10%

CONCRETE SCHOOL DISTRICT ... PRIDE, STYLE, DESIRE!



TRANSPORTATION



MAINTENANCE



TECHNOLOGY

**YOUR
LEVY
DOLLARS
AT WORK!**

EXTRACURRICULAR ACTIVITIES



MUSIC



REMINDER: CAST YOUR VOTE BY FEBRUARY 12, 2019

Hall of Fame wide receiver visits Concrete School District



Photo by Alex Aiken, Concrete School District Technology Assistant

Steve Largent, Hall of Fame wide receiver for the Seattle Seahawks, visited the Concrete School District November 2nd, 2018. He spoke to high school and elementary students about how Boys & Girls Club helped him in his youth. He also talked about playing professional football and his career afterwards. He then fielded questions from the students – topics ranging from the Seahawks to milk commercials. Mr. Largent attended the ribbon cutting ceremony for the Elementary Boys & Girls Club location. Congresswoman Carolyn Eslick, Senator Keith Wagoner, and the Boys & Girls Club Board were also present.

We thank Mr. Largent and Boys & Girls Club for this special experience that our students, staff, and community are sure to remember!



Photos by: Jason Miller, Concrete Herald



Photos by Sarah Arquitt, Boys & Girls Club



Mrs. Elms' class has been researching why leaves change color in the fall. In the process they learned about the system of trees. Using academic words each student wrote about the parts of the tree and how they are important to understanding why leaves change color. They chose to share their work with Mrs. Riehl's 2nd Grade class when it was all done. Nice Work students!



SCHOOL BOARD NEWS



New school board member, Sue Watts, was sworn in on October 25, 2018.

SUPERINTENDENT'S AWARD



Patrick Wallin received a Superintendent's Award in recognition of doing the right thing and making a positive change in performance at school!

—Wayne Barrett, Superintendent

Kindergartner Dorothy Stinnett checks out the ice crystals on the leaves on a December morning.

NEW
STAFF



Abbey Baeslik
Elementary Counselor



David Griffeth
Bus Driver



Aimee Bendio
Bus Driver



David Rees
Elementary Evening
Custodian



Nita Wentz
Paraeducator



Connie Anderson
Cook



Jesse Dellinger
HS Head Wrestling Coach



Will Prouty
Bus Driver



Marla Reed & Paul Carter
Transportation Co-Directors

*Welcome to
all of you!*



PRIDE • STYLE • DESIRE
CONCRETE SCHOOL DISTRICT #11

WE SAY FAREWELL ...



Anna Frank
Paraeducator



Chris Coggins
25 Years of Service



David Dellinger
Head HS Wrestling Coach
18 Years of Service



Kathy LaFreniere
Transportation Supervisor



Virginia Cannon
Evening Custodian

*You
will be
missed!*

NEW STAFF BIO

Welcome, Mitch Metcalf!

Mitch Metcalf, Student Assistance Professional

I grew up in Marysville, Washington, where I lived until attending Western Washington University in 2011. At Western I studied Community Health, and Cultural Anthropology. I have been in Bellingham for 7 years now, and I love it! I enjoy mountain biking, hiking, and practicing yoga, as well as reading, watching tv, playing video games, and cooking/eating great food!



I am excited to join your staff as the Student Assistance Professional (formerly called Prevention / Intervention Specialist, or PI) at Concrete High School. My responsibilities will include offering individual and group counseling, implementing Project SUCCESS for staff and students, and leading the high school's Prevention Club. I will be available to meet with students who are using alcohol or other drugs, or have personal, school or family issues that could lead to substance abuse. If you are worried about a student's behavior or well-being and would like to speak with me, or have me meet with a student, please contact me in person, by phone or email. All information is confidential. Feel free to reach out with any questions you may have.

Aside from the occasional trainings and meetings, I will be onsite at Concrete High School every school day. My office is located in the back of the library.

360-853-4031
mmetcalf@nwesd.org

Pumpkin Run & Pumpkin Carving ...



a fun family night!

The Pumpkin Run and Pumpkin Carving is a fun family night that we have every year. The pumpkin run goes first where runners predict how fast they will complete a mile run. The runners closest to their prediction win a pumpkin to carve later in the evening. Cascadian Farm donated the pumpkins for us to give away as prizes. Then the carving begins in the gym. Families bring pumpkins to carve or carve the ones they won.

At the end of the evening, we light up all the jack o'lanterns, turn out the lights, and display them on the bleachers. They always look AMAZING! The elementary staff also was in charge of the community dinner for the month and offered baked potatoes, chili, and salad. It was a great night!

– Jaci Gallagher, Elementary Principal



NATIONAL BOARD NEWS



Cheri VanWagoner
and Mike Holbrook



Cheri VanWagoner was recognized for her Professional Excellence on October 25, 2018.

Furthermore, congratulations are in order for Cheri VanWagoner who has successfully completed all the requirements to become a National Board Certified teacher. It takes about three years of hard work and diligence to pass all the certification requirements.

National Board Certified teachers must exhibit a deep understanding of their students, have excellent content knowledge, and have the ability to use data and assessments in their lesson planning and grading. They must follow rigorous standards related to their teaching strategies and to their overall instructional practice. They must also show that they participate in learning communities and provide evidence of ongoing reflection and continuous improvement.

Only three percent of all teachers in the country attain National Board Certification.

Great Job Mrs. VanWagoner!

– Michael Holbrook, High School Principal



Renata Mapes has received word that she has successfully renewed her National Board Certification.

In this renewal process, she had to prove that her classroom practices are consistent with the five core propositions for teaching. Together the propositions form a basis of all National Board Standards and the foundation for National Board Certification. The Propositions are:

- **Proposition 1**
Teachers are committed to students and their learning
- **Proposition 2**
Teachers know the subjects they teach and how to teach those subjects to students
- **Proposition 3**
Teachers are responsible for managing and monitoring student learning
- **Proposition 4**
Teachers think systematically about their practice and learn from experience
- **Proposition 5**
Teachers are members of learning communities

Great Job Miss Mapes!!

– Jaci Gallagher, Elementary Principal



Family Field Trips

Field trips are an invaluable opportunity for student learning and fostering relationships.



Jennifer Henderson & Lisa Dills
– Kindergarten Teachers

We invite families to attend an outing with their child each month. In order to let families know that we, as their child's teachers, were invested in this, we would do it on the weekend, outside of our contracted hours. We were telling families, in no uncertain terms, that we valued their time as much as our own and that their child's education was that important.

It began with an open invitation to kindergarten families in October to visit a pumpkin patch, well known for their artful displays and variety of pumpkins. We were thrilled to see over ten families join us on that cold, sunny Saturday morning.

It seemed to be a well-received outing and everyone who went, had a fun time. So, we planned our second family field trip for the month of November to take place at the Sportsplex in Bellingham for some ice-skating. Again, we were met by more than ten families, which included many new faces. It was a brand new experience for most and the kids loved it. Now we are looking forward to our third outing, which is scheduled for December, to the Winter Wonderland Walk at Washington Park in Anacortes. All of the activities are free for the students because we don't want anyone to feel excluded for financial reasons.

Not only are the students being given the opportunity for new experiences and building background knowledge but their families are making connections with other Concrete Elementary families. By meeting their children's friends and families in a relaxed and social setting, a stronger sense of school community is established and parents are being told that they are a vital part of their child's education.

– By Lisa Dills



Annabelle and her dad,
Brycen Stewart



Remington, Owen, & Tyson

TWIN CEDARS

High school shapes you into the person you are. We all have our reasons for joining Twin Cedars but most importantly we had our education in mind.

– Ashley Mabe



Left to right: Ashley Mabe, Mary Janda, Conner French, Dakota Lee. Ten other students also attend Twin Cedars.

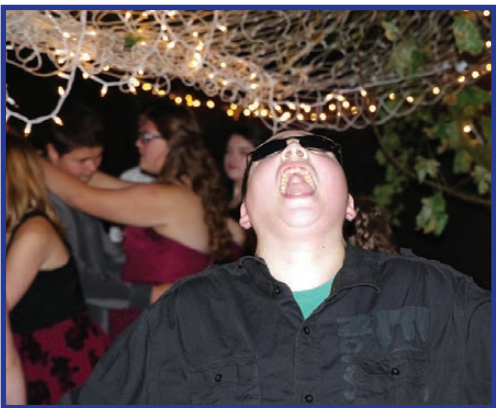
Homecoming Royalty:



Homecoming king and queen: Blake Carpenter and Josie Acevedo
Senior prince and princess: David O'Neil and Faith Daniels
Junior prince and princess: Devin Blankenship and Izabela Ramos
Sophomore prince and princess: Tyler Barela and Kassidy Smith
Freshmen prince and princess: Charlie Bartel and Ashley Parker



Students perform the YMCA dance with the cheerleaders.



Tyler Barela celebrates at the dance.



The class of 2021 wins the golden toilet seat.



Seniors Dalton Newby, Blake Carpenter and Junior Devin Wilbur-Blankenship sing at the dance.



The 8th grade celebrates a win at the assembly.



Juniors hang out at the dance.

STEM Like Me

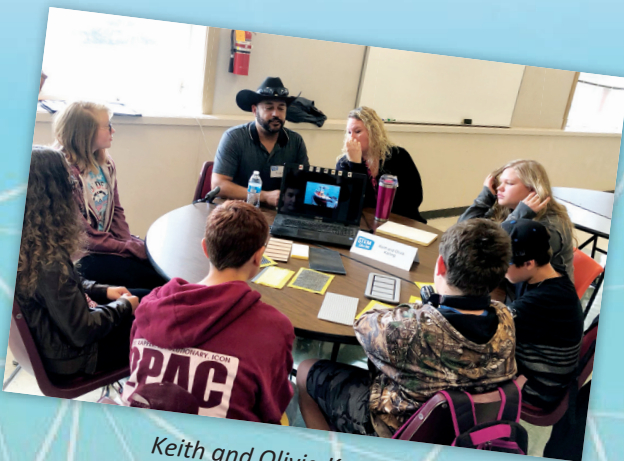
STEM Like Me is an engaging interaction between professionals in the fields of Science, Technology, Engineering and Math, and eager students on the cusp of understanding who they can be in the future. Students get to meet real people who get to do “cool things” in their chosen careers.

The industry mentors were:

- Keith and Olivia Karling from Oceanus Plastics
- The Laborers Union 292
- Richard Hurley from Seattle City Light
- Callie Martin from Skagit County Public Works, Solid Waste Division



Richard Hurley



Keith and Olivia Karling



Callie Martin

BLOOD DRIVE

The Concrete National Honor Society hosted the eleventh annual Fall Blood Drive on Wednesday, November 7. The drive registered a total of 34 donors! We welcomed 13 first-time donors. Thanks to all the donors who took time out of their busy day to donate blood! And a special thanks to Dalton Newby, Josie Acevedo, Faith Daniels, Jaidyn Swanson and Grace Clemons for setting up and running the blood drive event. The NHS Spring Blood Drive will be held on March 7, 2019.



Josie Acevedo and Jaidyn Swanson after donating blood.



David O’Neil, Jonas Rensink, Josie Acevedo, Hayden O’Neil, Karlie-Rose Vierra, Jacob Hadaway, and Alex Markely proudly displaying their bandages after donating blood.

Girls on the Run

We have 11 girls participating. My student teacher, Autumn Forsberg, is helping coach, as well as, Stephanie Henning, Anna Frank, and Sherry Hornbeck.

– Mrs. Kilpatrick



The Girls on the Run team just finished the fall session. The entire team ran and walked a 5K run on December 1st. They also ran a Pennies for Patients fundraiser through the Leukemia and Lymphoma Society. The entire Elementary school participated and together we raised \$1469.22 for charity!

Linda Kilpatrick, M.Ed.
5th grade teacher
Concrete Elementary School



Girls on the run, front row, left to right: Gianna Aamot, Julia Mejia, Willa Whitford, Cherokee Pritchard.
Back row, left to right: Abby Gardner, Indie Goddard, Lily Dinkins, Bella Dreyer, Kayleann Kohnke, Alexis Houser, Matilda Meyer

FARM TO SCHOOL



Highlights and Call for Volunteers

If you have students attending Concrete Elementary or Middle School you may have heard about their recent Farm to School activities. Since school began in September, Farm to School Coordinator Rachel Muia and AmeriCorps member Becky Moore have taught lessons in the school garden and kitchen classroom. Participating Concrete students have learned about plant structure and function through scavenger hunts in the garden. They learned about soil science by studying different types of soil, and also made compost piles to build healthy soil. In the kitchen classroom, students celebrated the squash family by baking pumpkin muffins. In an introduction to microbiology, middle school science students explored the wonderful world of microbes by fermenting vegetables. Yeast, a very common and useful microbe, was studied as students made pizza dough. In a delicious summary to the lesson on yeast, everyone made a personal pizza with made-from-scratch dough and toppings of their choice.

Adult volunteers are needed to help with cooking lessons, which take place during school hours on Wednesdays,

Thursdays, and Fridays. Rachel will host a required two-hour volunteer orientation during the week of January 14. Volunteers must also complete the Concrete School District volunteer paperwork (available on the district website or in the district office). Working with students in the school garden and kitchen classroom is a great way to share practical skills that enrich their education! For more information about volunteering with Concrete Farm to School, contact Rachel Muia at 360-360-854-7171 or rachel.muia@unitedgeneral.org.



THE LEADER IN ME

As kindergarten begins talking about the Leader in Me program, we are always talking about working together as a team and that we never give up! Perseverance is essential from the very beginning and to celebrate, we kicked it all off with class shirts that were donated to our classroom.



Angelmari, Rhiannon, Paisley



Annabelle, Rhiannon, Dylan

“Committed to developing the full academic and civic potential of every student”

National Assessment of Educational Progress (NAEP) 2014-2015

Reading - Grade 8			
		State	Nation
Achievement Level			
Advanced		4%	3%
Proficient		33%	29%
At Basic		39%	42%
Below Basic		23%	25%
Scale Score			
Average Scale Score		267	264

Math - Grade 8			
		State	Nation
Achievement Level			
Advanced		11%	8%
Proficient		28%	25%
At Basic		35%	38%
Below Basic		26%	29%
Scale Score			
Average Scale Score		287	281

Reading - Grade 4			
		State	Nation
Achievement Level			
Advanced		12%	8%
Proficient		28%	27%
At Basic		30%	33%
Below Basic		29%	32%
Scale Score			
Average Scale Score		226	221

Math - Grade 4			
		State	Nation
Achievement Level			
Advanced		12%	7%
Proficient		35%	32%
At Basic		36%	42%
Below Basic		17%	19%
Scale Score			
Average Scale Score		245	240

Select Organization Type
School District

Select Organization
Concrete School District

Students Meeting standard on the general state assessment in 2018

	English Language Arts	Math	Science
3rd	30.0%	35.0%	
4th	39.9%	30.9%	
5th	24.9%	14.6%	20.5%
6th	51.0%	31.8%	
7th	34.3%	25.0%	
8th	26.4%	8.8%	35.2%
10th	49.9%	20.6%	
11th			26.2%

Students meeting standard on the general assessment in 2016, 2017 and 2018

English Language Arts

Math

Science

Student Enrollment Information

Enrollment

October 548

May 516

Gender (Percent of October Enrollment)

Female 45.4%

Male 54.6%

Race/Ethnicity (Percent of October Enrollment)

American Indian / Alaskan Native 2.9%

Asian 0.9%

Black / African American 0.5%

Hispanic / Latino of any race(s) 9.5%

Native Hawaiian / Other Pacific Islander 0.2%

White 84.9%

Two or More Races 1.1%

Special Programs (Percent of May)

English Learners 0.4%

Low Income 65.5%

Students with Disabilities (Special Education) 17.2%

Migrant 0.0%

Section 504 0.8%

Other Measures

Class of 2017, 4-Year Graduation Rate (%) 69.4%

Class of 2016, 5-Year Graduation Rate (%) 79.2%

Unexcused Absence Rate 1.58%

Educator and Finance Data will be released at a later date



FOR YOUR INFORMATION

Attendance Matters

School success goes hand in hand with good attendance!

DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Don’t let your child stay home unless they are truly sick. Keep in mind complaints of a stomachache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?

	CHRONIC ABSENCE 18 or more days
	WARNING SIGNS 10 to 17 days
	SATISFACTORY 9 or fewer absences

For more on school readiness, visit attendanceworks.org and reachoutandread.org

CHILD FIND SCREENING



What is a Child Find Screening?

Screening is a **free** check of your child’s development—including:

- Large muscle development
- Eye-hand coordination (fine motor skills)
- Communication
- Concepts
- Personal-social skills
- Self-help skills

What is the purpose of a Child Find Screening?

The purpose of the screen is to identify any factors that may interfere with your child’s learning, growth, and development. The screening is also provided to help parents identify their child’s strengths and weaknesses and provide home suggestions.

What happens during a Child Find Screening?

During the screening, your child may stack small blocks, cut with a scissors, draw, count, name colors, jump, and have fun! Following the screening, a trained professional will talk with you about the results of the screening. You will have the opportunity to ask any questions about your child’s development. You may be given home suggestions, referred on for further testing, or be scheduled to have skills rechecked at a later date. The screening process usually takes about 45 minutes.

Who is eligible to be screened?

Any child, birth to age five, whose family or care givers would like more information about their child’s development. All school districts within Washington State have Child Find screenings available. If your family is living in a temporary situation, you may contact the district where you are staying to attend a screening.

Where can I go for screening?

For more information and to schedule a screening, please contact:
Leilani Thomas
Concrete School District
45389 Airport Way
Concrete, WA 98237



OUR DISTRICT’S TIP REPORTING SERVICE

Safety is one of our district’s top priorities, that’s why we’re using SafeSchools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. **Phone:** 360-419-6971
2. **Text:** Text your tip to 360.419.6971
3. **Email:** 1502@alert1.us
4. **Web:** <http://1502.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you’re concerned about. You can submit a tip anonymously online or by telephone. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.



Wayne Barrett,
Superintendent

Concrete School District

Phone: 360-853-4000
Fax: 360-853-4004

Wayne Barrett, Superintendent
Lynda Stout, Administrative Assistant
Danna Rogers, Business Manager
Shirley Moody, Fiscal Assistant

Special Services

Phone: 360-853-4008
Fax: 360-853-4013
Leilani Thomas, Director
Tammy Johnson, Secretary

Concrete High School

Phone: 360-853-4015
Fax: 360-853-4066

Mike Holbrook, Principal
Cindy Claybo, Secretary
Lisa Fenley, Secretary

Athletics

Phone: 360-853-4015
Fax: 360-853-4066

Randy Sweeney, Athletic Director

Concrete Elementary

Phone: 360-853-4110
Fax: 360-853-4149

Jaci Gallagher, Principal
Lori Corn, Secretary

Twin Cedars Alternative High School

Phone: 360-853-4070

Mike Holbrook, Director

Transportation Department

Phone: 360-853-8125

Paul Carter, Co-Director
Phone: 360-853-4035

Marla Reed, Co-Director

Maintenance Department

Phone: 360-853-8125
Paul Carter, Supervisor

All emails are first initial and full last name followed by @concrete.k12.wa.us without spaces and all lower case.

CHILD FIND

Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify and refer as early as possible all young children with disabilities and/or children who meet the McKinney-Vento definition of homeless. If you know of a child who lives within the Concrete School District who is newly born to five years old and who might need special education services, or children who might be homeless, please contact Leilani Thomas, Special Services Director at 360-853-4008.

HIGHLY CAPABLE PROGRAM

A highly capable (HC) learner is defined as “a student who has been assessed to have superior intellectual ability as exhibited by cognitive ability, specific academic achievement, and exceptional creativity” (OSPI, 2009). It offers enrollment to students K-12. Students can be referred to this program by education staff, teachers, and parents. A referral to the program does not guarantee enrollment. Parents are required to give written permission before testing, identifying, and placement.

Highly capable students will be required to participate in several different types of tests. Testing will include but is not limited to the Woodcock Johnson IV, Kaufman Brief Intelligence Test 2 (KBIT2), and SIGS. Tests will be administered by the school psychologist. Additional data will be collected for review: grades, state assessments and district assessments.

Students identified as highly capable will be taught by highly capable teachers who will individualize their instruction to accommodate the educational needs of the identified students. Students enrolled in the highly capable program may be provided opportunities for accelerated learning, grouping arrangements that provide intellectual and interest peer group interactions, K-12 cooperative agreements between schools and institutions of higher education, and/or mentorships and career exploration opportunities. Please contact Leilani Thomas at 360-853-4008 if you have any questions.

NON DISCRIMINATION

The Concrete School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. The following employees have been designated to handle questions and complaints of alleged discrimination: Wayne Barrett is the Affirmative Action Officer, Compliance Coordinator, and the Title IX Officer, 360-853-4000; Abby Baeslik is the Elementary School 504 Coordinator, 360-853-4115; Linda Joens is the High School 504 Coordinator, 360-853-4025; and Leilani Thomas is the Homeless Liason, Title 1A and Special Education Director, 360-853-4008. Concrete School District’s address is 45389 Airport Way, Concrete WA 98237.

HOMELESS –MCKINNEY-VENTO

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. Leilani Thomas is the homeless liaison for the Concrete School District. You may contact her at 360-853-4008 or lthomas@concrete.k12.wa.us if you have any questions.

PARENT INVOLVEMENT OPPORTUNITIES

Anyone who would like to volunteer in our schools (classroom, field trips, library, sporting events, etc.) may contact the elementary school, the high school, or the district office for a volunteer application and/or information. You may contact the district office at 360-853-4000, the elementary school at 360-853-4110, or the high school at 360-853-4015. If you would like more information on the parent involvement policy #4130 you may access our website at www.concrete.k12.wa.us then click on school board, 4000 series, then click 4130 policy and 4130PR for the procedure. We appreciate your interest in volunteering!

SECTION 504 COMPLIANCE

The Concrete School District makes every effort to comply with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities. A child is a qualified disabled person if he or she is between the age of 3 to 21 and has a physical or mental impairment that substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and/or working. If you feel that your child is a qualified disabled person as outlined above and needs special help in school, please contact Linda Joens, high school counselor, at 360-853-4025 or Abby Baeslik, elementary school counselor, at 360-853-4115.

YOUR CONCRETE SCHOOL DISTRICT #11 BOARD OF DIRECTORS



Hildi Parker,
District #1



Michael Brondi,
District #2



Janet Culver,
District #3



Dolores Elliott,
At Large



Sue Watts,
At Large